

**SOUTH DAKOTA SOCIAL STUDIES STANDARDS**  
**K-2**

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**Kindergarten U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify examples of legendary and/or historical American figures.  Example: Create a class big book about American figures, such as Johnny Appleseed, Lewis & Clark, Sacagawea, Abraham Lincoln, George Washington, Squanto, and George Washington Carver.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

*Note: These skills should be taught and practiced although mastery is not expected at these grade levels.*

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify local and national celebrations,  Example: Listen to literature about Native American Day, Veterans' Day, Thanksgiving, Independence Day, Martin Luther King Day, and Presidents' Day.

**Kindergarten U.S. History**  
**Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten World History  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until second grade.)

**Kindergarten World History  
Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

## Kindergarten Geography Grade Standards, Supporting Skills, and Examples

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>K.G.1.1. Students are able to use map colors to recognize land and water.</b> <b>Example:</b> Color land and water on a simple map.
(Comprehension)	<b>K.G.1.2. Students are able to compare the globe and a map as models of the earth.</b> <b>Example:</b> Describe differences between a map and a globe.
(Application)	<b>K.G.1.3. Students are able to demonstrate familiarity with the layout of his or her school.</b> <b>Example:</b> Go on a treasure hunt through the school. ✓ Use a map and map symbols to name directions and poles.

### Kindergarten Geography Performance Descriptors

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a simple map with areas of land and water;</li> <li>• name similarities and differences of maps and globes;</li> <li>• guide others to specific areas of their school.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• apply map colors to recognize land and water;</li> <li>• compare the globe and a map as models of the earth;</li> <li>• demonstrate familiarity of school's layout through daily tasks.</li> </ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of the school.</li> </ul>

### Kindergarten Geography ELL Performance Descriptors

<b>Proficient</b>	<b>Kindergarten ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify land and water on a map;</li> <li>• identify a map and a globe;</li> <li>• identify specific areas of the school.</li> </ul>
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<b>Intermediate</b>	<b>Kindergarten ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify land on a map;</li> <li>• identify a globe;</li> <li>• recognize that different areas exist in the school.</li> </ul>
<b>Basic</b>	<b>Kindergarten ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify water on a map;</li> <li>• identify a map;</li> <li>• recognize different areas in the classroom.</li> </ul>
<b>Emergent</b>	<b>Kindergarten ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize the different colors on a map;</li> <li>• recognize the location of the classroom in the school.</li> </ul>
<b>Pre-emergent</b>	<b>Kindergarten ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Kindergarten Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	<p>✓ Students are able to identify patriotic symbols and participate in activities.</p> <p>Examples: national flag , Pledge of Allegiance, Mount Rushmore</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	<p>✓ Students are able to recognize the important actions required in demonstrating citizenship.</p> <p>Examples: Kids Voting; sharing responsibilities and respecting roles of members and leaders in a group; identifying ways to help others; respecting individual opinions and actions</p> <p>✓ Name the attributes of a good citizen.</p> <p>Example: Listen and respond to literature with underlying themes of trust, respect, responsibility, fairness, caring.</p> <p>Example: Character Counts or similar activities.</p>

**Kindergarten Civics (Government)**  
**Performance Descriptors**

**Note: At the Kindergarten level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**Kindergarten Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>K.E.1.1. Students are able to identify occupations with simple descriptions of work.</b>
(Knowledge)	<b>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).</b>  <b>Example:</b> Create a booklet using magazine pictures to show wants and needs.
(Comprehension)	<b>K.E.1.3. Students are able to describe the role of money in everyday life.</b>  <b>Example:</b> Role play using money to purchase goods such as groceries; use money to pay for services such as babysitting.

**Kindergarten Economics**  
**Performance Descriptors**

<b>Advanced</b>	<b>Kindergarten students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• identify job requirements for an occupation;</li> <li>• categorize pictures into needs and wants;</li> <li>• describe how money can be used other than purchasing goods.</li> </ul>
<b>Proficient</b>	<b>Kindergarten students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify occupations with simple descriptions of work;</li> <li>• identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries);</li> <li>• describe the role of money in everyday life.</li> </ul>
<b>Basic</b>	<b>Kindergarten students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name at least three occupations;</li> <li>• name a basic need and a want;</li> <li>• tell one use for money.</li> </ul>

**Kindergarten Economics**  
**ELL Performance Descriptors**

<b>Proficient</b>	<b>Kindergarten ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• name at least three occupations;</li> <li>• name a basic need and a want;</li> <li>• tell one use for money.</li> </ul>
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<b>Intermediate</b>	<b>Kindergarten ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name at least two occupations;</li> <li>• name a basic want;</li> <li>• name the value of the coins.</li> </ul>
<b>Basic</b>	<b>Kindergarten ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one occupation;</li> <li>• name a basic need;</li> <li>• identify different coins.</li> </ul>
<b>Emergent</b>	<b>Kindergarten ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• know what an occupation is;</li> <li>• know basic needs;</li> <li>• know what money is.</li> </ul>
<b>Pre-emergent</b>	<b>Kindergarten ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>1.U.S.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time.</b></p> <p><b>Example:</b> Use primary sources such as documents, letters, diaries, maps, photos, videos, and oral histories.</p> <p>✓ Identify the accomplishments of historical figures.</p> <p>Examples: Helen Keller, Ben Franklin, Martin Luther King, Clara Barton, Alexander Graham Bell, Thomas Edison, George Washington, Crazy Horse, Billy Mills, Charles Curtis, and Abraham Lincoln</p> <p>✓ Identify ways people, places, and things change over time.</p> <p>Examples: transportation, communication, clothing, schools, and communities</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>1.U.S.2.1. Students are able to connect people and events honored in commemorative holidays.</b></p> <p><b>Example:</b> Write letters to veterans on Veterans' Day.</p> <p><b>Example:</b> Role play the first Thanksgiving feast.</p> <p><b>Example:</b> Build a Native American village for Native American Day.</p>



**First Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create and explain a personal timeline;</li> <li>• explain why people and events are honored in commemorative holidays.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• use timelines from birth to present to relate self and family to changes over time;</li> <li>• connect people and events to commemorative holidays.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize that events on a timeline are recorded in chronological order;</li> <li>• participate in classroom holiday activities.</li> </ul>

**First Grade U.S. History  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• recognize that events on a timeline are recorded in chronological order;</li> <li>• participate in classroom holiday activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• recognize events on a timeline with dates;</li> <li>• participate in some classroom holiday activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize what a timeline is with pictures;</li> <li>• name some of the holidays.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize that events go in a sequential order;</li> <li>• know that holidays exist.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade World History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	✓ Students are able to identify holidays celebrated in other countries.  Example: Create a big book of holidays celebrated in other countries, such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, and Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.

**First Grade World History**  
**Performance Descriptors**

**Note: At the first grade level, the teachers need to focus on observing and collecting information about the progress students are making related to the checkmark statements. The skills and concepts addressed in this goal are not yet mastered at this grade level.**

**First Grade Geography  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.</b>  <b>Example:</b> Create a map of the perfect playground for your school.
(Application)	<b>1.G.1.2. Students are able to use a picture map to locate an address.</b>  <b>Example:</b> Find your school on a map.  ✓ Use the globe to identify the poles, Atlantic and Pacific Oceans, North America, and the United States.  ✓ Use the map to identify South Dakota and the local community.
(Knowledge)	<b>1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.</b>

**First Grade Geography  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe why a map key is a necessary part of a map;</li> <li>draw a map of their own neighborhoods.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>create a simple map using at least three symbols on the map key;</li> <li>use a picture map to locate an address;</li> <li>identify a continent as a large land mass and an ocean as a large body of water.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>identify symbols on a map key;</li> <li>identify a map as a tool.</li> </ul>

**First Grade Geography  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>identify symbols on a map key;</li> <li>identify a map as a tool.</li> </ul>
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<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a map key;</li> <li>• know that a map has different purposes it can be used for.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify different symbols;</li> <li>• know that a map has a purpose.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize different symbols;</li> <li>• identify a map.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>1.C.1.1. Students are able to identify American symbols and landmarks.</b></p> <p><b>Example:</b> the flag, the bald eagle, the Statue of Liberty, the Lincoln Memorial, the Washington Monument and the White House, Crazy Horse</p> <ul style="list-style-type: none"> <li>✓ Identify essential documents. Examples: U.S. Constitution and Declaration of Independence</li> <li>✓ Identify basic political roles of leaders in the larger community. Example: Match the mayor, the governor, and the president to their roles.</li> </ul>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>1.C.2.1. Students are able to list rules in different groups for different situations.</b></p> <p><b>Examples:</b> family, school, and community.</p> <ul style="list-style-type: none"> <li>• Explain why rules are important to schools and families. Example: Create a poster showing classroom rules and their consequences.</li> </ul>
(Knowledge)	<p><b>1.C.2.2. Students are able to identify the attributes of good citizenship.</b></p> <p><b>Example:</b> Write and illustrate a group story about good citizenship.</p> <ul style="list-style-type: none"> <li>✓ Differentiate between a paid worker and a volunteer.</li> <li>✓ Explain rights and responsibilities of voting.</li> </ul>

	Example: Kids Voting
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**First Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a set of rules for a group;</li> <li>• invent a new American symbol;</li> <li>• demonstrate the attributes of good citizenship in their classroom interactions.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• list rules in different groups for different situations;</li> <li>• name three American symbols or landmarks;</li> <li>• identify the attributes of good citizenship.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name three classroom rules;</li> <li>• name an American symbol or landmark;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**First Grade Civics (Government)  
ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• name three classroom rules;</li> <li>• name an American symbol or landmark;</li> <li>• participate in classroom citizenship activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• name two classroom rules;</li> <li>• name an American landmark;</li> <li>• participate in some classroom citizenship activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• name one classroom rule;</li> <li>• name an American symbol;</li> <li>• participate in one classroom citizenship activity.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• follow classroom rules;</li> <li>• recognize an American symbol;</li> <li>• observe classroom citizenship activities.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**First Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<b>1.E.1.1. Students are able to define goods and services.</b> <b>Example:</b> Set up a school store and stuffed animal Vet's office. <b>Example:</b> Sort examples of goods and services. ✓ Identify different businesses in the community that provide goods and services for their families.
(Comprehension)	<b>1.E.1.2. Students are able to explain choices families have to make when buying goods and services.</b> <b>Example:</b> Venn Diagram on wants and needs ✓ Describe ways people could earn money in order to buy something they want or need.

**First Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<b>First grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>describe a service they recently used;</li> <li>tell why financial choices are necessary in family life.</li> </ul>
<b>Proficient</b>	<b>First grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>define goods and services;</li> <li>explain choices families have to make when buying goods and services.</li> </ul>
<b>Basic</b>	<b>First grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>name a good or service;</li> <li>participate in classroom economic activities.</li> </ul>

**First Grade Economics**  
**ELL Performance Descriptor**

<b>Proficient</b>	<b>First grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>name a good or service;</li> <li>participate in classroom economic activities.</li> </ul>
<b>Intermediate</b>	<b>First grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>name a service;</li> <li>participate in some classroom economic activities.</li> </ul>
<b>Basic</b>	<b>First grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>name a good;</li> </ul>

	<ul style="list-style-type: none"> <li>• participate in one classroom economic activity.</li> </ul>
<b>Emergent</b>	<b>First grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize a good;</li> <li>• observe classroom economic activities.</li> </ul>
<b>Pre-emergent</b>	<b>First grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>



**Second Grade U.S. History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.U.S.1.1. Students are able to place important historical events in the order in which they occurred.</b></p> <p><b>Example:</b> Use primary sources to create a storyboard.</p> <p><b>Example:</b> Use a timeline to order pilgrims, Revolutionary War, and wagon trains.</p>
(Comprehension)	<p><b>2.U.S.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.</b></p> <p><b>Example:</b> Create a chart showing how farming, schools, or communities have changed over time.</p> <ul style="list-style-type: none"> <li>• Compare features of present Native American life to that of the past.</li> </ul> <p><b>Example:</b> Illustrate past dwellings (tipi, hogan, longhouse, pueblo) and present-day housing.</p>
(Comprehension)	<p><b>2.U.S.1.3. Students are able to describe ways historical figures contributed to modern-day life.</b></p> <p><b>Example:</b> Thomas Jefferson-Declaration of Independence; Rosa Parks-Civil Rights; Susan B. Anthony-Suffrage; Sequoyah - Cherokee alphabet.</p>

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.U.S.2.1. Students are able to compare ways different cultures shared traditions.</b></p> <p><b>Example:</b> List present-day customs that originated in other cultures, such as piñatas, Christmas trees, and fireworks.</p> <p><b>Example:</b> Read legends of other cultures.</p> <p><b>Example:</b> Listen to songs from other cultures.</p>

	<b>Example:</b> Sample foods from other cultures.
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**Second Grade U.S. History  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• create a comparison of past and present life;</li> <li>• select and research a historical figure that contributed to modern-day life;</li> <li>• create a historical timeline;</li> <li>• select a custom and explain its origins.</li> </ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• place at least three important historical events in the order in which they occurred;</li> <li>• distinguish between features of modern-day living and those of the past;</li> <li>• identify how historical figures contributed to modern-day life;</li> <li>• compare ways in which different cultures share traditions.</li> </ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• participate in activities used to compare modern-day living to the past;</li> <li>• participate in activities exploring shared cultural traditions;</li> <li>• answer yes or no questions about historical figures and events.</li> </ul>

**Second Grade U.S. History  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• participate in activities used to compare modern-day living to the past;</li> <li>• participate in activities exploring shared cultural traditions;</li> <li>• answer yes or no questions about historical figures and events.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• list present-day activities and activities from the past;</li> <li>• identify some difference in cultural traditions;</li> <li>• answer yes or no questions about history.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• recognize that there is a difference between modern-day living and the past;</li> <li>• recognize that cultures have different traditions;</li> <li>• acknowledge some historical figures and events.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify activities of the past;</li> <li>• identify traditions in native culture;</li> <li>• acknowledge that historical events have occurred.</li> </ul>

<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"><li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li><li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li></ul>
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**Second Grade World History**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
	(Mastery of this indicator does not emerge until third grade.)

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.W.2.1. Student are able to compare holidays celebrated in different countries such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.</b></p> <p><b>Example:</b> Decide which holiday interests you most and write an invitation to others to celebrate with you (include: who, what, where, when, and why).</p> <p><b>Example:</b> Make a paper quilt illustrating various holidays.</p>

**Second Grade World History**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>explain why similarities and differences exist in world holidays.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>recognize similarities and differences in world holidays.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>participate in classroom world holiday activities.</li> </ul>

**Second Grade World History**  
**ELL Performance Descriptors**

<b>Proficient</b>	<p><b>Second grade ELL students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>participate in classroom world holiday activities.</li> </ul>
<b>Intermediate</b>	<p><b>Second grade ELL students performing at the intermediate level:</b></p> <ul style="list-style-type: none"> <li>recognize that holidays from around the world exist.</li> </ul>
<b>Basic</b>	<p><b>Second grade ELL students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>list the holidays in native culture.</li> </ul>

<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize holidays in native culture.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Second Grade Geography**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.</b></p> <p><b>Example:</b> Label objects in room; identify the equator, North America, Atlantic and Pacific Oceans, the poles, and North American countries (Canada, Mexico and U.S.) on the globe.</p>
(Knowledge)	<p><b>2.G.1.2. Students are able to Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</b></p> <p><b>Example:</b> Use these skills to find South Dakota and Washington D.C. on a map.</p> <p>✓ Identify seven continents and four major oceans.</p>

**Second Grade Geography**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• design an aerial map of a new classroom arrangement;</li> <li>• group landforms and oceans according to their hemisphere;</li> <li>• create an original map of an imaginary country including map key, map title, and directions.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• construct a simple map of the classroom using an aerial view including at least five symbols on the map key;</li> <li>• use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• identify areas in the classroom on an aerial map;</li> <li>• tell what oceans and continents are and find the equator;</li> <li>• name four cardinal directions and find the map key.</li> </ul>

**Second Grade Geography**  
**ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b>
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	<ul style="list-style-type: none"> <li>• identify areas in the classroom on an aerial map;</li> <li>• tell what oceans and continents are and find the equator;</li> <li>• name four cardinal directions and find the map key.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• understand what an aerial map is;</li> <li>• find the equator;</li> <li>• find the map key.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify an aerial map;</li> <li>• tell what continents are;</li> <li>• name four cardinal directions.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize an aerial map;</li> <li>• tell what oceans are;</li> <li>• name two cardinal directions.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**Second Grade Civics (Government)**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Comprehension)	<p><b>2.C.1.1. Students are able to explain the difference between rules and laws.</b></p> <p><b>Example:</b> Create a Venn Diagram comparing school rules vs. community laws.</p>
(Analysis)	<p><b>2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.</b></p> <p><b>Example:</b> Design a safety poster illustrating a law being obeyed and broken.</p>
(Comprehension)	<p><b>2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.</b></p> <p><b>Example:</b> Match the mayor, the governor, the legislators, the congressmen, senators, and the president to local/state/national government.</p> <p>✓ Explain the Constitution and Declaration of Independence as the basis for democratic ideals in the United States.</p> <p>Example: Create a classroom Constitution.</p> <p>✓ Discuss the lawmaking process and how leaders work together.</p> <p>Example: Role play these roles: city council/mayor; principal/teachers; senators/representatives.</p>

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<p><b>2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.</b></p> <p><b>Example:</b> Kids Voting</p> <p>✓ Describe the importance of volunteerism in your</p>



	community.
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**Second Grade Civics (Government)  
Performance Descriptors**

<b>Advanced</b>	<b>Second grade students performing at the advanced level:</b> <ul style="list-style-type: none"> <li>• categorize rules and laws;</li> <li>• develop consequences for breaking classroom rules;</li> <li>• summarize and compare the political roles of leaders;</li> <li>• demonstrate the meaning of majority rules.</li> </ul>
<b>Proficient</b>	<b>Second grade students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• explain the difference between rules and laws;</li> <li>• identify why laws are needed in a community and that there are legal consequences for lawbreakers;</li> <li>• explain basic political roles of leaders in the larger community;</li> <li>• describe the meaning of majority rule and its related function in a democracy.</li> </ul>
<b>Basic</b>	<b>Second grade students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• identify one rule or law;</li> <li>• name a political leader's role;</li> <li>• participate in classroom citizenship activities.</li> </ul>

**Second Grade Civics (Government)  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• identify one law;</li> <li>• name a political leader's role;</li> <li>• participate in classroom citizenship activities.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• know why laws exist;</li> <li>• name a political leader;</li> <li>• participate in some classroom citizenship activities.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• know that laws exist;</li> <li>• identify a political leader;</li> <li>• participate in one classroom citizenship activity.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• recognize classroom rules;</li> <li>• identify the President of the United States;</li> <li>• observe classroom citizenship activities.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> </ul>

	<ul style="list-style-type: none"><li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li></ul>
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**Second Grade Economics**  
**Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Knowledge)	<p><b>2.E.1.1. Students are able to identify the differences between natural resources and human resources.</b></p> <p><b>Example:</b> Choose a local business and list natural and human resources needed for its success.</p> <p>✓ Explain how limited resources require people to make choices about producing and consuming goods and services.</p> <p>Example: Write a story about how drought affects water usage or high gas prices affect travel.</p>
(Comprehension)	<p><b>2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.</b></p> <p><b>Example:</b> Make a plan to save your allowance for something special.</p> <p><b>Example:</b> Discuss different ways people pay for goods and services (cash, check, credit, debit).</p>

**Second Grade Economics**  
**Performance Descriptors**

<b>Advanced</b>	<p><b>Second grade students performing at the advanced level:</b></p> <ul style="list-style-type: none"> <li>• categorize human and natural resources;</li> <li>• design a budget.</li> </ul>
<b>Proficient</b>	<p><b>Second grade students performing at the proficient level:</b></p> <ul style="list-style-type: none"> <li>• identify the differences between human resources and natural resources;</li> <li>• explain the importance of making informed decisions about spending, borrowing, and saving.</li> </ul>
<b>Basic</b>	<p><b>Second grade students performing at the basic level:</b></p> <ul style="list-style-type: none"> <li>• name a resource;</li> <li>• participate in classroom money activities.</li> </ul>

**Second Grade Economics**  
**ELL Performance Descriptors**

<b>Proficient</b>	<b>Second grade ELL students performing at the proficient level:</b>
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	<ul style="list-style-type: none"> <li>• name a resource;</li> <li>• participate in classroom money activities.</li> </ul>
<b>Intermediate</b>	<b>Second grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• identify a resource;</li> <li>• participate in some classroom money activities.</li> </ul>
<b>Basic</b>	<b>Second grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• acknowledge a resource;</li> <li>• participate in one classroom money activity.</li> </ul>
<b>Emergent</b>	<b>Second grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• identify the name of a resource;</li> <li>• observe classroom money activities.</li> </ul>
<b>Pre-emergent</b>	<b>Second grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• observe and model appropriate cultural and learning behaviors from peers and adults;</li> <li>• listen to and observe comprehensible instruction and communicate understanding non-verbally.</li> </ul>

**U.S. HISTORY STANDARDS**  
**K-2**

**Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.U.S.1.1. (Application) Use timelines from birth to present to relate self and family to changes over time.	2.U.S.1.1. (Application) Place important historical events in the order in which they occurred.
		2.U.S.1.2. (Comprehension) Compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.
		2.U.S.1.3. (Comprehension) Describe ways historical figures contributed to modern-day life.

**Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.U.S.2.1. (Comprehension) Connect people and events honored in commemorative holidays.	2.U.S.2.1. (Comprehension) Compare ways different cultures shared traditions.

**WORLD HISTORY**  
**K-2**

**Indicator 1: Analyze historical eras of World History to determine connections and cause/effect relationships in reference to chronology.**

*Note: Mastery is not expected at these grade levels.*

**Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
		2.W.2.1. (Comprehension) Compare holidays celebrated in different countries such as Cinco de Mayo, Chinese New Year, St. Patrick's Day, Kwanzaa, Hanukkah, Diwali, Japanese Children's Day, Christmas, and Ramadan.

**GEOGRAPHY STANDARDS**  
**K-2**

**Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
K.G.1.1. (Application) Use map colors to recognize land and water.	1.G.1.1. (Application) Construct a simple map using a map key and at least three symbols.	2.G.1.1. (Application) Construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.
K.G.1.2. (Comprehension) Compare the globe and a map as models of the earth.	1.G.1.2. (Application) Use a picture map to locate an address.	2.G.1.2. (Knowledge) Use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.
K.G.1.3. (Application) Demonstrate familiarity with the layout of his or her school.	1.G.1.3. (Knowledge) Identify a continent as a large land mass and an ocean as a large body of water.	

**CIVICS (GOVERNMENT) STANDARDS  
K-2**

**Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.C.1.1. (Knowledge) Identify American symbols and landmarks.	2.C.1.1. (Comprehension) Explain the difference between rules and laws.
		2.C.1.2. (Analysis) Identify why laws are needed in a community and why there are legal consequences for lawbreakers.
		2.C.1.3. (Comprehension) Explain the basic political roles of leaders in the larger community.

**Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
	1.C.2.1. (Knowledge) List rules in different groups for different situations.	2.C.2.1. (Application) Describe the meaning of majority rule and its related function in a democracy.
	1.C.2.2. (Knowledge) Identify the attributes of good citizenship.	



**ECONOMICS STANDARDS**  
**K-2**

**Indicator 1: Analyze the role and relationships of economic systems on the development utilization, and availability of resources in societies.**

<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
K.E.1.1. (Knowledge) Identify occupations with simple descriptions of work.	1.E.1.1. (Knowledge) Define goods and services.	2.E.1.1. (Knowledge) Identify the differences between natural resources and human resources.
K.E.1.2. (Knowledge) Identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries).	1.E.1.2. (Comprehension) Explain choices families have to make when buying goods and services.	2.E.1.2. (Comprehension) Explain the importance of making informed decisions about spending, borrowing, and saving.
K.E.1.3. (Comprehension) Describe the role of money in everyday life.		